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ABSTRACT

Sport and physical education provide unique opportunities to contribute to the quality of life. Historically, they were enthusiastically used to develop high standards of ethical and moral behavior. Currently, however, cheating and violence have become standard, especially in North America, and are apparently accepted with mild criticism and only spasmodic counteraction by physical education and sport leaders. These leaders, with their influence on youth, are responsible for perpetuating unethical behaviors in sport, although sport mirrors the values of the wider society. The problems tend to be international in scope and are seen throughout athletic programs, from youth to Olympic levels. Sport is neither inherently good nor inherently bad; however, its image has become tarnished, and, unless a concerted effort is made to use it to contribute to positive lifestyles, sport, as an institution in society, will lose what credibility it has as a vehicle for socialization. (Author/JD)

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THE CONTRIBUTION OF PHYSICAL EDUCATION AND SPORT TO THE QUALITY OF LIFE

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INTRODUCTION

'Quality of life' is a noun phrase which can be defined as a state of being. Adjectives such as "poor" or "good" are used to describe 'quality of life'. Thus, the 'Quality of Life' of an individual or society may be enhanced or diminished. This paper questions whether physical education and sport together, or separately, enhances or inhibits the quality of life of the individuals or communities for which you and I as physical education and sport leaders have responsibility. I suggest the answer is that our programmes purport to enhance but sometimes inhibit quality of life. However, by closely examining both our own programmes within the context of our community or society and those of other societies, comparisons can be made and concepts can be borrowed which, when tailored to fit our own situation, can further enhance the quality of life of those under our influence.

> ". . . sport (and physical education) can make a uniquely valuable contribution to the accomplishment of man and to the quality of life. But it can only make this contribution if it is practised in full accordance with ideals of fair play."

This statement, part of the International Council of Sport and Physical Education's Declaration on Fair Play (p. 26) illustrates the major focus of this paper. The concepts of sport and physical education are examined in the context of the concept: 'quality of life'. 'Quality of life" is measured in economic and security contexts which are more basic requirements for an improved quality of life (or just life), to occur.[1] The contribution sport and physical education might make to the quality of life must be examined against a back-drop of social ills such as suicide, malnutrition, infant mortality, sexual abuse, and family break ups.[2]

To speak at this Plenary Session is an honour and a responsibility. Why it is an honour is rather obvious; it is a responsibility because I feel I represent an embryonic, yet growing cadre of comparativists and internationalists whose major scholarly focus is comparative physical education and sport; a group of probably less than 100 in the world. Although ICPHER has been instituted for many years, and although national physical health and recreation professionals have had groups within their midst who have interests in international issues, it was not until 1978 that the International Society on Comparative Physical Education and Sport was born. This Society has a special interest in comparing elements of health and physical activity with a view to their clearer understanding. A second major objective is to transmit knowledge between and within states with the expected outcome that nations will learn from each other and thereby improve their own programmes. Indeed, a Congress such as this immensely benefits those who attend, through the formal and informal interactions which occur during and following the five days or so we spend together.

I have chosen to be provocative rather than adulatory about physical education and sport. I will also illuminate positive elements.

CAPACITY OF PHYSICAL EDUCATION AND SPORT TO ENHANCE THE QUALITY OF LIFE

Physical education and sport has, and does make, a significant contribution to the quality of life of some people. Depending upon the country, this contribution could be much more significant. Some, like me, have experienced great benefits from involvement - both primarily as an athlete and secondarily as a coach, administrator, official and consumer. Others

have been less fortunate, either because they have less natural ability, or because although competent or willing performers, they were discouraged from taking part through circumstance or design. It is a great discredit to the profession (of which I have been a member for 27 years) that not enough has or is being done to encourage everyone to have opportunities to enjoy physical activity for its own sake, during their lifetime.

It seems reasonable to be constructively critical about our use, especially recently, of physical education and sport to improve the quality of life of others. Ours is a service occupation; our mandate is to serve others. Not the few, but all who come to us either voluntarily or involuntarily are to be taught skills and to be inspired by our example. If we ignore any, or cease to care, we fail. Many of us are successful; many fail.

For example, in the Western World (until recently) girls and women were socialized out of sport by failing teachers and coaches. The irony is that many of these same teachers believed they were right; that particularly in the case of sport, it is a 'man's world', since they had been socialized in the same way!

Moreover, with boys as well as girls, we sometimes block out spontaneity and fun. We require or demand everyone to do it 'this way' and when students don't perform to our satisfaction we cast them aside. Too many teachers can't or won't use their powers of observation; if they did, they would see that many young people in their classes simply do not respond. They might try to perform the activity or exercise because they are in school and are required to do what they are told, but they only go through the motions and

as a consequence, resentment builds and quality of life is diminished.

I feel we have been neglecting physical education, in order to strive for the glory available from sport. In too many countries elite athletes, in interschool sport settings for example, have become the main focus of energies and interests, so the day-to-day time tabled physical education class has become teachers' minor interest. This is a tragedy for two reasons. First, by emphasizing our best athletes, we neglect the many; second, only a broadly based programme of physical activity will lead to individual excellence. As Anthony (1980) has said, the physical education profession is "the womb of the whole sports movement". He goes on, "Any society which neglects its physical education profession does so at its sporting peril."[3]

While phyiscal education has long been considered a powerful vehicle for moral behavior, youth sport programmes have been similarly regarded as rich in potential for the explicit or implicit transmission of positive values from one generation to the next. In fact, sport became a feature of institutional life in schools and universities and within youth club or church club settings because of its potential to enrich human life by: defining and perpetuating fair play, honesty, losing graciously, winning without arrogance, for example. There is some agreement that these qualities can be developed in the sport environment.[4] Certainly, developing moral and social values is frequently cited as a 'worthy objective' of inter-scholastic and intramural programmes internationally.[5]

Examples from 'successful' sport programmes can be used to demonstrate sport's potential. Some athletes speak of the tremendous respect they have for their coach for teaching them to play with courage and conviction

(positive attributes in our society) and to play honestly and enthusiastically. Although victory is sweet, to have performed to the best of one's capacities is a value felt to have its origins in sport settings. To play fairly, a characteristic which enobles any sporting endeavour, is often taught in school physical education classes and some coaches emphasize this behaviour.

The Canadian Council on Children and Youth have recently endorsed Fair Play Codes which, though designed to remind all connected with youth sport that young people are not to be exploited for personal gain, also reemphasize the potential sport has for inculcating desirable values in society.[6] Similarly, the National Association for Sports and Physical Education in the United States drew up a "Bill of Rights for Young Athletes"[7] which reminded controlling bodies of sport's potential as well as their responsibilities. There are also those who feel that competitive sport is pure[8] or has an idyllic image even at the professional level and suggest we do "not question (its) positive value to society and the nation."[9] Rather, they argue, it is the entrepreneurs in sport who tarnish that image. Sport can only enhance positive values if these values are prevalent in society and if the agents in positions of power (coaches and physical education teachers for example), emphasize them.

I have tended to refer to North American examples when commenting upon the interface of physical education and sport on the one hand and quality of life on the other. I now turn to examples from other nations.

The Australian house/intramural system in school physical education, plus the depth of interschool sport as an adjunct of physical education is noteworthy. By contrast, the quest for excellence in sport in some

continents, notably North America, has meant the demise of many broad programmes of physical education designed to fit the individual needs of young people.

Witness the Sport for All movements in Sweden and Switzerland; what appears to be greater harmony between school and post-school physical activities and consequent greater involvement in physical activity programmes by the adult population. In short, school physical education and youth programmes really do encourage greater involvement in physical activity in post-school years for, apart from anything else, they acknowledge individual expression and subsequent enjoyment of activity, irrespective of motor ability.

The integration of outdoor activities as disparate as skiing and canoeing have been greatly encouraged by educational authorities and individual schools at all levels in the United Kingdom; a fitting contribution to our thinking by a country that initiated skiing and mountaineering as sports rather than utilitarian activities. This same country gave Outward Bound to the world, although it was a German born philosopher who inspired the concept.

The German contribution has been the sport club with its super-organization and accommodation for all age groups. This is so vital to every German community that even those who emigrate take the idea with them, so that in North America, for instance, most enclaves, whether large or small, soon sprout clubs, a major function of which is to engage in physical activity.

Sweden has impressively designed facilities and equipment for sport and physical education to overcome the problem of disparate individual ability.

Young people are particularly well serviced in this way. For instance, goals and play areas are made smaller to cater for smaller sizes and game rules made simpler to cater for developing intellects.

The Federal Republic of Germany and other European countries have an effective and therefore envious accreditation system for coaches. The People's Republic of China have allowed us all to reflect on the saying 'Friendship First; Competition Second.' Hong Kong is demonstrating to the world the efficient use of the urban environment for recreational purposes.

These are examples I have seen in different parts of the world. Several comparative or international texts like those by Bennett, Howell and Simri (1975), Vendien and Nixon (1968), and Johnson's (1967-) Monograph Series illustrate more comprehensively the range of physical education and sport programmes cross-nationally. To paraphrase a statement by Solzhenitsyn, (1970): Nations are the generalized personalities of mankind. The least among them has its own special colours, and harbours within itself a special facet of God's design.[10] We can learn from each other.

UNFAIR PRACTICES IN SPORT AND PHYSICAL EDUCATION

Sport has been viewed as a factor in peace[11] and war[12]; it has been shown to contribute to national integration[13] as well as to international conflict[14]. It has been demonstrated, particularly in the past decade, that to ignore sport as either a barometer of society or as an instrument of social change would be folly. Recently, assumptions about the positive values of sport and especially institutional sport[15] have been seriously questioned; in fact, many documentaries in such widely disparate North American journals as

Sports Illustrated,[16] Educational Record,[17] and the Annals of the American Academy of Political and Social Science[18] have focused either explicitly or implicitly upon deviance and unethical practices in sport. McPherson's (1980) brief review of sport in the educational milieu has highlighted a number of interesting assumptions about the inherent 'good' in sport.

Violence and cheating have become much more than rare occurrences. They are seen at professional and lower levels, especially in high profile or national sports in specific countries; examples are football in the United States,[19] ice-hockey in Canada[20] and soccer in Europe (particularly Britain),[21] where violence is particularly prevalent on and off the field of play.

Cheating is amply demonstrated and drug abuse is common in a number of professional and Olympic sports. Professional and university athletes have been breaking rules with impunity for years. Moreover, cheating generally seems to have become more subtle and therefore somehow insidious. For example, in soccer, a defender standing on the ball to gain advantage when a free kick has been awarded, is a subtle rather than a blatant form of cheating. In theory, 'in any situation in which a moral decision has to be made, there is only one right act which it is your duty to do.' This phrase would probably be greeted with derision in most sport settings and therefore, we cannot presume that most youth leagues and youth teams practice good sportmanship and fair play. Violent acts like spearing in hockey; kicking at an opponent in soccer; butting in American football; pitching at a batter in softball or baseball are relatively common practices. The better performers and team captains, (role models for other players),

are not necessarily more honest and do not demonstrate more integrity than other players.[22]

At a recent National Physical Education Conference in Canada, a university professor indicated that after reviewing a series of studies on elite athletes, she deduced that most of them learned to cheat to achieve. This conclusion is supported by a study completed in 1976[23] which determined the views of highly competitive athletes about cheating. It was found that 72% of a university basketball team's players voted for cheating. These players said their coach encouraged rule breaking (86%). By contrast, a men's recreational league team's percentages were 70% against cheating but 60% said their coach encouraged rule breaking. In fact, coaches with the best win-loss record are prone to teaching by intimidation and sharp practice; many become 'successful' by breaking rules. What these coaches fail to understand is that to win by unfair means is to lose.

It is sad to contemplate the part played by physical education classes in general and physical education teachers in particular in establishing guidelines for behavior in competitive settings. However, responsibility for other problems must also be shouldered by the broad spectrum of physical education professionals. Some examples are illustrative of this:

a) the practice of having 65 or more students in a class, each reporting to a spot on an auditorium or gym floor, and being restricted to that spot for a period of boring calisthenic exercises

b) teachers at all levels beyond elementary, who favour elite or potentially elite athletes by the focus of the classes; that is, expectations of skill level, or where the majority of the class are 'set apart' or ignored while the teacher works with the more promising athletes

c) instances where elementary students are given very little physical education (perhaps twice times 30 minutes per week) and in some settings none at all. A special problem at the elementary level is not so much that specialist teachers are not hired for the lower grades but that 'general' teachers expected to teach physical education have inadequate preparation in physical education to have a hope of succeeding.

d) as already indicated, there are many instances where secondary school physical education is heavily biased towards interscholastic sport. If a teacher preparation program is led by persons whose principal interest, and successes, have been in coaching at high school and college levels, one cannot expect other than that students under their care leave universities and colleges with a much greater interest in coaching

e) universities which reward publishing and 'scholarly work' at the expense of teacher preparation activities. For example, if university staff perceive that teaching practice supervision is less likely to lead to tenure or promotion or to enhancement of one's professional reputation,it is not suprising they reallocate their time away from professional activities to ensure the greatest possibility for personal progress

f) poor role models, exemplified by poor health habits among our colleagues. None of us are perfect, of course, but the obese teacher cannot expect to impress the high school student to greater heights of personal fitness. The teacher or coach who never demonstrates even the most basic progressions of physical skills misses opportunities to encourage or inspire. I believe that regular involvement in some form of physical activity is as important to the physical education teacher and coach as is

playing a musical instrument to the music teacher and practicing art forms to the teacher of art.

In summary, there are many problems in physical education and sport for which solutions must be found. Often coaches urge their atnletes to cheat; some athletes need little encouragement to do so; administrators exploit; and officials are afraid to make crucial calls against home teams. Physical education teachers are often poor role models; some are unwilling to fight against mediocrity and for change; and some in positions of leadership have lost their capacity to be professionals.

CHANGING THE STATUS QUO

Although sport and physical education settings have the potential to foster societies' positive values, violence and cheating (negative elements) have become widespread, especially in North America because these elements are common in society.[24] For example, domestic violence and cheating on one's spouse are not rare; community vandalism and cheating in business are well established; and deviance at the highest political levels and international terrorist acts are frequent. Since sport is more shaped by, than shapes society,[25] strong counter forces within sport must evolve, if the trend is to be reversed. That is, in spite of an acceptable code of ethics which may be stressed for example in professional preparation courses[26] or youth sport coaching programmes (settings where some future leaders are trained), the values of the 'real world' of school, university and community are much more dominant and offset 'ideal' standards.

In fact, when considering aggressive sport acts leading to violence and cheating as one of a number of negative values in sport settings, one might

question whether educational institutions and youth sport organizations live up to their responsibility to contribute to the development of well-balanced members of society or whether they simply contribute to the problem.

In sport, as has been clearly demonstrated, the coach is the most important socializing agent.[27] Other, usually more experienced and more talented athletes are also role models.[28] Physical education teachers, either in their own right, or when acting as a coach are also important, since their contact with athletes, especially during the formative years, is likely to be significant.[29] It is they who must share the blame for sport's ills. A reasonable conclusion is that negative values in sport are condoned or encouraged by coaches at youth and school level and by physical educators. Presumably many parents are either unaware of the development of bad habits on ice, field or court surfaces or don't care. The characture of the ice-hockey parent in Canada suggests that some encourage negative behaviour from their offspring.

It is unrealistic to think the status quo will change until we emphasize means rather than ends in sport.[30] This will be difficult in cultures where achievement (through competition) is a principle value.

However, for those breaking laws, sanctions must be increased and the culprits exposed. These are threatening devices but probably realistic; without them it is unlikely that behaviour patterns displayed by coaches, teachers, athletes and officials can be changed. Appealing to reason will be unsuccessful, although young athletes can be educated.

Structurally, physical education teaching has to be made more attractive to those teaching and those about to teach. For too long in too many

instances coaching at junior high and high school has been better paid and carries more status than teaching physical education.[31] Consequently, energy and resources have been directed toward coaching and away from teaching; physical education has been downgraded as a subject in many countries. With a heightening of the competitive elements in school and other teams, so has crept in winning at the expense of other equally, or more positive, values. Furthermore, it should be more widely broadcast that there is a substantial body of research which suggests that the competitive sporting environment does not satisfy the needs and aspirations of children.

Those preparing future teachers and coaches must uncover questionable practices and substitute desirable ones. Departments or schools of physical education must confront the unethical behaviours of those around them and those in their midst who continue to practice poor sportsmanship, cheating, conceit and the like; high standards of behavior and desirable expectations of the professional should be taught.[32] In general, practitioners in the field who observe or are part of sport programmes must have the courage to take initiative when they see examples of unfair practices. Administrators of physical education programmes and sport governing body executives are equally responsible. They have powerful positions which can be used to provide comment and action.

Future leaders, as coaches and teachers, must be chosen for their personal integrity, rather than for preparing winning teams.[33] Currently, the two are incompatible. The much heralded athletic revolution of the early 70's[34] in North America has been unsuccessful in persuading the majority that sport as a positive force in society is waning. Some devotees remain but in that continent and in general, as in the Olympics for example,

unethical practices are becoming ingrained.

Trends in Western politics suggest that people are becoming more conservative. For example, this has happened in the United Kingdom and the Federal Republic of Germany, and the United States has a new President who is also conservative. Sport, already criticised for malpractices, cannot lag behind, otherwise it will become more widely branded as a deviant social institution, as it was in Puritan New England and earlier in seventeenth century England.

CONCLUSION

Sport and physical education have unique opportunities to contribute to the quality of life. Historically they were enthusiastically used to develop high standards of ethical and moral behaviours. However, currently, cheating and violence have become standard, and are apparently accepted with mild criticism and only spasmodic counter action by physical education and sport leaders generally. These leaders, with their influence on youth, are responsible for perpetuating unethical behaviours in sport, although sport mirrors the values of the wider society.

The problems outlined tend to be international in scope and are seen from youth to Olympic levels. Sport is neither inherently good nor inherently bad; however, its image has become tarnished and unless a concerted effort is made to use it to contribute to positive lifestyles, sport, as an institution in society, will lose what credibility it has as a vehi le for socialization.

In physical education and sport we have allowed evolution of too much emphasis on winning and not enough on playing as well as possible; too much attention on elite athletes and not enough on the average or poor performers. It is a myth that one must play well to enjoy the activity, otherwise casual games by large and small, young and old, skilled and unskilled would never take place. We all know they do and are among the most enjoyed.

We must review our covenant with our professional responsibility to care for everyone and to help everyone. We must sharpen our standards and reactivate our concern for fair play and good sportsmanship. Finally, we must ensure that an increase in the quality of life through physical education is made the right of every person, not just the most gifted or the most favourably placed as an accident of birth or geography.

We, who understand different kinds of excellence must somehow provide opportunities for individuals to experience intrinsic enjoyment through free spontaneous movement within their environment - through and over water, in the countryside and on sand near the sea, on a rock face or a spiral of air above the land. These experiences can be as satisfying as measured victory.

FOOTNOTES

1. Lester W. Milbrath. "Policy Relevant Quality of Life Research" The Annals of the American Academy of Political and Social Science, 445, July 1979, pp. 32-45.

2. Peter Adamson. "A Beam in the Eye" New Internationalist 88, June, 1980, p. 22.

3. Don Anthony. A Strategy for British Sport, Montreal: McGill-Queen's University Press, 1980.

4. Walter Schafer "Sport, Socialization and the School". Paper presented at the Third International Symposium on the Sociology of Sport, Waterloo, Canada, 1981. Interestingly, values like fair play and sportsmanship are believed to grow 'out of gambling' from the British Nineteenth Century Sporting Tradition. See Andrew Strenk "What Price Victory" The World of International Sports and Politics." The Annals of the American Academy of Political and Social Science 445, September, 1979, p. 137.

5. See Bruce Bennett, Maxwell Howell and Uriel Simri. Comparative Physical Education and Sport. Philadelphia: Lea and Febiger, 1975.

6. National Task Force on Children's Play. Fair Play Codes for Children in Sport, Ottawa: Canadian Council on Children and Youth, 1979. See also the Code of Sportsmanship published by the Ontario (Private) Headmasters Association.

7. Jerry Thomas and others. Youth Sports Guide for Coaches and Parents. Washington: A.A.H.P.E.R., 1977.

8. Max Rafferty, "Interscholastic Athletics: The Gathering Storm" in Jack Scott (ed.) The Athletic Revolution, New York: The Free Press, 1971, pp. 13-22.

9. Arthur Johnson. "Congress and Professional Sports: 1951-1978", The Annals of the American Academy of Political and Social Science, 445, September 1979, p. 109.

10. Taken from Christopher Booker The Games War: A Moscow Journal, London: Faber and Faber, 1981, p. 223.

11. Nikolai Ponomarev. "Sport as a Factor of Peace" International Council of Sport and Physical Education Review, 3, 1980, pp. 6-8.

12. J. Lever. "Soccer: Opium of the Brazilian People", Transaction 7 2,1969, pp. 36-43.

13. L. Fleming. "The Contribution of Sport to the Integration of Society" in O. Gruppe, D. Kurz, J.M. Teipel (eds.) Sport in the Modern World--Chances and Problems, Berlin: Springer Verlag, 1973, pp. 82-86.

14. K. Heinila "Notes on Inter-Group Conflicts in International Sport" in E. Dunning (ed.) The Sociology of Sport London: Cass and Co. Ltd., 1971, pp. 343-351.

15. Almost all physical education texts draw attention to the positive values derived from involvement in physical education, interscholastic and youth sport programmes, although [illegible] caution is suggested from the more balanced, and usually more [illegible], publications. See, for example, Leonard Kaiakian and Myra Co[illegible] Introduction to Physical Education: A Humanistic Perspective. Boston: Allyn and Bacon, 1976; John Nixon and Ann Jewett Introduction to Physical Education (9th Edition) Philadelphia: Saunders College, 1980; and James Baley and David Field Physical Education and the Physical Educator (2nd edition) Boston: Allyn and Bacon, 1976.

16. See, for example, "An Unfolding Tragedy" by John Underwood in Volume 49, No. 7, August, 1978, pp. 68-82.

17. Volume 60, No. 4, Fall, 1979 entitled "On Collegiate Athletics."

18. Volume 445, September, 1979, entitled "Contemporary Issues in Sport."

19. John Underwood, "An Unfolding Tragedy" op. cit.

20. Michael D. Smith. "Hockey Violence: A Test of the Violent Subculture Hypothesis" Social Problems 27, 2, December, 1979, pp. 235-247.

21. John C. Pooley, The Sport Fan: A Social-Psychology of Misbehaviour, Ottawa: C.A.H.P.E.R., 1979.

22. V. Narancic "The Dynamic Training and Integrity of Sportsmen" International Journal of Sport Psychology, 9, 3, 1978, pp. 227-230 for a perceptive essay on athlete's responsibilities.

23. Fred Promoli. "Cheating in Sport: A Comparison of Two Basketball Teams" Unpublished paper, Dalhousie University, 1976, 15 pp.

24. Most of this section has been taken from an earlier paper given at the International Congress on Applied Systems Research and Cybernetics, Acapulco, Mexico, December 12-16, 1980.

25. Michael Smith "Towards an Explanation of Hockey Violence: A Reference Other Approach" Canadian Journal of Sociology, 4, May, 1979, pp. 105-124; Michael Smith "Violence in Today's Sports" Scholastic Coach, 1, 1, June, 1980, pp. 16-20, 25, and Gunter Luschen "Cheating in Sport" Paper presented at the Symposium "Sport and Deviancy" State University of New York at Brockport, December 9, 1971.

25. Rex Thomson "Sport and Ideology in Contemporary Society" International Review of Sport Sociology (2), 13, 1978, pp. 81-93, which analyses the relationship between the value structure of sport and dominant ideological values. See also Gerald Kenyon "Sport and Society: At Odds or in Concert?" in Arnold Flath (ed.) Athletics in America, Cornwallis, Oregon: Oregon State University Press, 1972, pp. 33-41.

27. It would appear that, institutionally, ethical, moral and behavioural standards are, with some exceptions, ignored in the United States and Australia. See Carol Pooley, "Professional Standards in Physical Education: A Cross National Comparison" (Paper to be given at this Congress).

28. See George Sage. "An Occupational Analysis of the College Coach" in Donald Ball and John Loy (eds.), Sport and Social Order, Reading, Mass.: Addison-Wesley Pub. Co., 1976, pp. 391-455; George Sage, "Sociology of Physical Education/Coaches: The Personal Attributes Controversy" Research Quarterly for Exercise and Sport, 51, 1, March, 1980, pp. 110-121; and Victor Mancini and Michelle Agnew "An Analysis of Teaching and Coaching Behaviors" in William Straub (ed.) Sport Psychology: An Analysis of Athlete Behavior. New York: Mouvement Publications, 1978, pp. 277-284.

29. Guido Nocker and Michael Elein. "Top-level Athletes and Idols" International Review of Sport Sociology 1 (15), 1980, pp. 5-17.

30. Wayne Westcott. "Effects of Teacher Modelling on Children's Peer Encouragement Behavior" Research Quarterly for Exercise and Sport, 51, 3, 1980, pp. 585-587.

31. See Paul Dubois. "Competition in Youth Sports: Process or Product" The Physical Educator 37(3), October, 1980, pp. 151-154; and John Pooley, "An Alternative Model to Reduce Competitiveness in Sports for Youth: The Case of Soccer" Review of Sport and Leisure, 4 (2), Winter 1979, pp. 65-88.

32. John Pooley, "The Professional Socialization of Physical Education Students in the United States and England" Unpublished Doctoral Thesis, University of Wisconsin, 1971; and "Professional Socialization in Physical Education: A Cross-National Study of the Pre-Training Phase of Students from the United States, England, China, Australia and South Africa." Proceedings of the Sixth Commonwealth Conference on Sport, Physical Education and Recreation, Vol. 2, Edmonton: University of Alberta, 1978.

33. Recent examples of texts which would be useful are: Peter McIntosh Fair Play: Ethics in Sport and Education, London: Heinemann, 1979; and Edward Shea. Ethical Decisions in Physical Education and Sport. Springfield, Ill.: Charles C. Thomas, 1978.

34. Philip Smithells, a New Zealander, spoke frequently of this. In an essay entitled "A Philosophy for Physical Education", written for the Australian Journal of Education 16, 1, 1972, pp. 48-55, he wrote, "We must attract to our profession those with a high level of intellect and compassion, p. 51." Also "We must be neither hedonistic nor ascetic, but basically altruists who do not seek the public recognition of the circus, arena or stadium." He went on to state that others did such work and that these have different training and did not have to understand the needs of all men, p. 55.

35. Jack Scott. The Athletic Revolution. New York: The Free Press, 1971.

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